

Technology Plan

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Jackson Arts & Technology Academy

2006-2009

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Intermediate School District:

Jackson

You can find our technology plan at:

www.jacksonata.org

Jackson Arts & Technology Academy

Mission Statement

Jackson Arts & Technology Academy believes that a safe and secure environment will provide life long learners and productive citizens.

Background of Technology Planning Initiative

The purpose of the Mosaica Education Technology Plan is to provide a coherent long-range direction for the organization as it envisions how technology can enhance the teaching and learning process. The plan formalizes and documents how Mosaica Education, and Mosaica managed schools will provide access to modern technology for instructional use and to support student achievement. The planning process included surveys, interviews, examination of school planning documents from across the country, staff development with specific technologies and their application in the school environment, and collected usage and trend data from the network environment. Based upon this comprehensive data. Finding and recommendations are prepared.

DISTRICT TECHNOLOGY PLANNING TEAM

National Technology Planning Team

NAME	POSITION	STATUS
Charles Forsythe	Vice President of Technology	Chair
Eric Haugen	Director of Information Technology	Member
Dr. Dawn Eidelman	Director of Curriculum Design	Member

Jim Taylor	VP of Curriculum and Instruction – Mid-Atlantic	Member
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Jim Andros	Director of Financing – Midwest	Member
Jessica Starzyk	Paragon Facilitator – Midwest	Member
Jennifer Parrish	Technology Facilitator - Midwest	Member

Mosaica Education Inc.’s Technology Vision/Mission Statement

Vision

Mosaica Education’s purpose is to open portals of opportunity for children and adults through excellence in education. A Mosaica school serves as a community pillar for life-long learning, pride and self actualization. Technology advances accelerate at a rapidly changing pace, mandating a need in today’s workplace for literate, analytical employees with a command of computer literacy and broadly informed problem-solving capabilities. Mosaica managed school envision working as a team that is committed to guiding our students toward the goal of personal excellence. May all who pass through these doors leave with an appreciation for knowledge and skills for the betterment of the world.

Mission

Mosaica Education Inc. is committed to a comprehensive, efficient, scalable and cost-effective plan for the use of technology in every learning environment. Technology enhances the consortium vision and supports and unifies instruction and administrative functions, maximizing the individual potential of students and the effectiveness of staff.

**Mosaica Education Inc.’s Mission and
School Improvement Plan Integration**

Technology is one means to “enhance the vision” and “support and unify instruction” therefore allowing the students reach their potential and “maximize the effectiveness of the staff.” Technology is integrated into the curriculum through the school improvement plan, which has established an evaluation plan to ensure the technology use in our school is current, is aligned with the Michigan Curriculum Framework, available to staff and students, and that our staff receives continuous training for the operation and use of available technology.

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Jackson Arts & Technology Academy

Technology Plan

Jackson Arts and Technology Academy, a public charter school located in Jackson County, opened in 2003. We currently enroll 250 students in grades K-7, with a total of 10 certified teachers. Approximately 88% of students qualify for free and reduced lunch.

The purpose of the Jackson Arts & Technology Academy Technology Plan is to provide long-range goals and strategies for students, teachers and families as it envisions how technology can enhance the teaching and learning process. The plan formalizes and documents how Jackson Arts & Technology Academy plans to provide access to modern technology for instructional use, curriculum integration, professional development and student achievement.

Mosaica Education's purpose is to open portals of opportunity for children and adults through excellence in education. As a Mosaica school, Jackson Arts & Technology Academy serves as a community pillar for life-long learning, pride, and self-actualization. Technological advances accelerate at a rapidly changing pace, mandating a need to today's workplace for literate, analytical employees with a command of technology and broad problem-solving capabilities. Jackson Arts & Technology Academy is committed to guiding our students toward the goal of personal excellence.

Jackson Arts & Technology Academy will provide students and staff the opportunity to become responsible learners in a global, ever-changing technological society. Students and staff will use various technologies to communicate effectively, acquire new knowledge, problem solve, make decisions, create new products, and express individual creativity. Students and staff will learn to use technology across the curriculum and throughout the learning process thereby enhancing their educational experiences and preparing them for life beyond the classroom.

Jackson Arts & Technology Academy's School Improvement Plan focuses on improving student achievement in all academic areas. One of the ways in which we strive to accomplish these goals is with technology throughout the curriculum. All of our classrooms are equipped with computers that have Internet access. Teachers have been offered optional opportunities for staff development in the use and integration of technology into their teaching. Jackson Arts & Technology Academy also has a Program Facilitator who is available to assist teaching staff with problems and questions. The software available is designed to complement our curriculum and to help raise student achievement across all curricular areas.

Jackson Arts and Technology Academy Technology Goals

- Promote teacher and staff use of technology as effective and integrated part of the curriculum.

- Teachers and students will use technological tools to facilitate and enrich learning across academic disciplines
- Mosaica Net will continue to expand communication capabilities across the organization and develop collaboration vehicles for student, staff, and teachers
- Technology shall be incorporated into the assessment and reporting of student progress
- The Mosaica IT Staff will support the infrastructure, routing, computer, and telecommunications equipment necessary to meet the technology applications.
- Provide acquisition of a full range of current available technologies including: computers, printers, monitors, TVs, projectors, scanners, calculators, networks, servers, fiber, digital cameras, digital camcorders, etc.

Goal for Staff and Students

- We will provide access to local and global information for all learners through availability of technology.
- Provide support for the technology teaching and learning process
- Support staff development to ensure technical competency
 - o Enhance technology skills in areas identified by teachers as important
 - o Effectively use electronic assessment and reporting system
- Expand the teacher's role to include learner and facilitator to create:
 - o Self- directed learner
 - o Problem solvers
 - o Effective use of time and resources

Curriculum Integration Plan

- Each grade level and department will develop a detailed plan for the ongoing integration of technology in the teaching/learning development.
 - o Integrate technology at all levels of the learning process as a transparent tool
 - o Computers and/or other technologies will be available in every classroom and learning space: a 3:1 student computer ratio and internet access
 - o Provide appropriate application software that supports the education goals on networks for use in all levels
 - o Teachers and students will use the World Wide Web to enhance their teaching and learning across the curriculum
 - o The level of technology will be appropriate for each development level and learning situation
 - o Current uses of technology will be reviewed and evaluated every year
 - o An annual budget will be supplied for each teaching/learning for updating software and materials used in the curriculum
 - The technology curriculum will be reviewed to ensure that full integration is accomplished and that it is aligned with our curriculum goals and objectives based on Michigan Curriculum Framework
 - o A scope and sequence for the content of learning about technology will be developed
 - o All technology curriculum will have an evaluation of student learning included
 - o Integration of technology will be evaluated each year, including review of the development of technology itself
- Ongoing efforts, by both Mosaica and member schools, will be made to keep up to date on technology advances in hardware and software.
- Use an Ethical and Fair Use Policy, as well as Internet, World Wide Web, and outside electronic information sources access and use policy. All staff will be

^— trained in these use policies.

- Community involvement will include the overall curriculum improvement and academic standards through: School Improvement Team, PTO, and Board Meetings
- Promote parental involvement and increase communication with parents through technology
 - o Teachers will have a class website on the Jackson website
 - o E-mail address for all staff will be included on the Jackson website
 - o Jackson Newsletter, upcoming events, and calendar will be on the Jackson website and in printed material
- Technology will include research based programs that integrate technology into the curricula and instruction for purposes of improving students academic achievement and MEAP scores
 - o NCS Learn has been implemented at all levels
 - o Ongoing evaluation of current programs and new developments to ensure use of best practices

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Michigan Technology Content Standards

USING AND TRANSFERRING

Content Standard 1: All students will use and transfer technological knowledge and skills for life roles (family member, citizen, worker, consumer, lifelong learner).

Early Elementary

1. Identify technology in the home.

Later Elementary

1. Compare/Contrast the impact of technology in the home today and in the past.

Middle School

1. Identify a need and create or develop a new technology for the home.
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2. Identify technological sources of information.

2. Compare/contrast the impact of messages from different technological sources.

2. Use technology to create a message that promotes a product/service.
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3. Identify technological means used to buy and sell products and services

4. Recognize/explore technological systems in your community.

3. Compare/contrast the technological means for financial transfer.

4. Compare/contrast technological resources of two different communities

3. Design and build a model of a technological system to buy or sell a product or service.

4. Demonstrate technological resources and systems that might be used to address social, civic, and economic issues.

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5. Identify various technologically related careers.

5. Identify job opportunities and ways technology is related to these opportunities.

5. Use a variety of technological resources to explore career paths and identify areas of interest.

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6. Demonstrate the proper care of technological systems and components.

6. Demonstrate the proper care of technological systems and components.

6. Demonstrate the proper care of technological systems and components.

USING INFORMATION TECHNOLOGIES

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

	Early Elementary	Later Elementary	Middle School
1 c 3 1 §	1 . Input and retrieve information from a technological system (including the practice of word processing skills).	1 . Interpret, analyze and evaluate information with the assistance of technology (voice, data, video, graphics, etc.)	1 . Demonstrate skill using technologies to prepare, evaluate and synthesize information collected and stored (voice, data, video, graphics, etc.).
L Retrieve / Manipulate / Communicate	2. Process information retrieved electronically.	2. Use search strategies to locate and retrieve information electronically.	2. Gather information about a given technological problem, develop possible solutions, and generate a best solution using multiple technologies.
		3. Retrieve and communicate information using a technological system (voice, data, video, graphics, etc.)	3. Retrieve, communicate, organize, evaluate and manipulate information using a technological system (voice, data, video, graphics, etc.)

Early Elementary

1. Identify technology in the home.

Later Elementary

1. Compare/Contrast the impact of technology in the home today and in the past.

Middle School

1. Identify a need and create or develop a new technology for the home.

2. Identify technological sources of information.

2. Compare/contrast the impact of messages from different technological sources.

2. Use technology to create a message that promotes a product/service.

3. Identify technological means used to buy and sell products and services

3. Compare/contrast the technological means for financial transfer.

3. Design and build a model of a technological system to buy or sell a product or service.

4. Recognize/explore technological systems in your community.

4. Compare/contrast technological resources of two different communities

4. Demonstrate technological resources and systems that might be used to address social, civic, and economic issues.

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5. Identify various technologically related careers.

5. Identify job opportunities and ways technology is related to these opportunities.

5. Use a variety of technological resources to explore career paths and identify areas of interest.

6. Demonstrate the proper care of technological systems and components.

6. Demonstrate the proper care of technological systems and components.

6. Demonstrate the proper care of technological systems and components.

USING INFORMATION TECHNOLOGIES

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

	Early Elementary	Later Elementary	Middle School
Communication	1 . Input and retrieve information from a technological system (including the practice of word processing skills).	1 . Interpret, analyze and evaluate information with the assistance of technology (voice, data, video, graphics, etc.)	1 . Demonstrate skill using technologies to prepare, evaluate and synthesize information collected and stored (voice, data, video, graphics, etc.).
Retrieve / Manipulate / Communicate	2. Process information retrieved electronically.	2. Use search strategies to locate and retrieve information electronically.	2. Gather information about a given technological problem, develop possible solutions, and generate a best solution using multiple technologies.
		3. Retrieve and communicate information using a technological system (voice, data, video, graphics, etc.)	3. Retrieve, communicate, organize, evaluate and manipulate information using a technological system (voice, data, video, graphics, etc.)

4. Transfer and record measurements from technological solutions to problems
5. Explore and compare tools used in cutting, forming, fastening, and finishing materials to produce technological solutions to problems.
6. Use appropriate tools, materials, equipment, and processes in a safe manner to design a technological solution to a given problem.
7. Identify the components (input, process, output, feedback) and follow a basic systematic approach (process folio) to design technological solutions to a given problem.
4. Transfer measurements for the purposes of marking and layout in producing technological solutions to problems.
5. Analyze, select and use the appropriate tools for cutting, forming, fastening, and finishing materials to produce technological solutions to problems.

- 6. Show / demonstrate the appropriate use of tools, materials, equipment, and processes in a safe manner to design a technological solution to a given problem_____
 - 7. Demonstrate a basic systematic approach to design a technological solution to a given problem using process folio.

 - 4. Transfer measurements writing appropriate tolerances for the purposes of producing technological solutions to problems_____
 - 5. Use industrial tools, materials, equipment and processes to produce prototypes and technological solutions to problems.

 - 6. Forecast potential hazards, establish guidelines for safe behavior, and demonstrate the understanding for common safety practices in a technological environment.
 - 7. Apply a systematic approach to identify a current societal need that requires technologies, determine and assess solutions, select the best solution, develop the product, process, or service that meets the need, and evaluate.
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8. Create a simple quality prototype using appropriate tools, materials, equipment, and processes to solve a given technological problem.

8. Design / redesign a quality technological prototype to meet a societal or environmental need.

8. Design / redesign a quality technological prototype to meet a societal or environmental need using investigation, analysis and idea development, proposals, planning, making a prototype of the solution, testing and evaluation of the prototype, and self assessment.

9. Identify how resources and processes are used to help people in society accomplish tasks to achieve a technological solution to a problem_____

9. Demonstrate how the appropriate use of resources and processes affect the environment and societal needs to achieve a technological solution to a problem_____

9. Compare and contrast different resources and processes to evaluate technological solutions to a problem.

APPLYING STANDARDS

Content Standard 5: All students will apply ethical and legal standards in planning, using, and evaluating technology.

	Early Elementary	Later Elementary	Middle School
Planning & Evaluating	1 . Practice ethical and legal standards related to technology in the home and at school (e.g. follow classroom rules, respect personal property, etc.)	1 . Explain the need for laws and regulations related to technologies (e.g. safety, proper care and use of tools, etc.)	1 . Hypothesize legal and ethical factors in the design and development of a new product (patents, copyright),

2. Recognize legal authority in situations involving technology and the well being of others.
2. Identify legal and ethical problems resulting from technological achievements.
2. Provide examples of situations where the use of technology might be affected by legal or ethical considerations.

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3. Participate in the creation of a rule related to technology and explain its impact on others.
 3. Adhere to copyright, patent, freedom of information, state and federal laws as related to the uses of technology.
 3. Follow established guidelines and laws of privacy and ownership related to technology.
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4. Explain how individuals are responsible for their technology related actions and decisions.
 4. Practice ethical and legal selection and use of technological resources.
 4. Understand and practice ethical and legal standards for technologies.
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EVALUATING AND FORECASTING

Content Standard 6: All students will evaluate the societal and environmental impacts of technology and forecast alternative uses and possible consequences to make informed civic, social, and economic decisions.

Early Elementary

1. Describe how a technology could be used in a career or occupation.

Later Elementary

1. Demonstrate how people in different occupations and careers use technology to do their work.

Middle School

1. Investigate the effects of the growth and development of technology on careers and occupations.
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2. Analyze present and future

job markets in specific
technology related careers and
occupations.

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2. Give examples of the effects of technology on life in the past and present.
3. Compare and contrast individuals' experiences and decisions about technology.
2. Forecast the possible effects technology could have on our society.
3. Show examples of how technology affects and impacts one's current life.
3. Compare and contrast how technological development affects and impacts different groups, communities and cultures in our society.
4. Identify, compare and contrast technological impacts and the effects they could have on one's current and future life.
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4. Identify the advantages and disadvantages from the application of a technology to a civic, economic, or societal problem._____
4. Identify the advantages and disadvantages from the application of a technology to a civic, economic, or societal problem._____
5. Illustrate the social environmental, civic and economic consequences of a particular technology.

7. Study and predict the consequences of the development of a new technology.

5. Classify and discuss the safe and unsafe factors of technological applications as they apply in the home, school, community and/or workplace.

6. Describe how technological advances have impacted society and the environment.

7. Recognize and explain the historical impact of technological solutions to problems and societal needs.

8. Research and predict the consequences of the development of a new technology.

6. Provide examples of technological solutions that have led to social, civic, economic, or environmental problems and propose methods for addressing these problems. _____

7. Investigate current technological applications and present possible safe and unsafe consequences in the continued use of these applications. _____

8. Identify and explain how environmental factors contribute to the development of technology and their impacts on society. _____

9. Recognize the historical impact on the development of technology in relationship to the production of tools, equipment, and products. _____

10. Research, present, and defend forecasts of consequences of new technological developments.

Keyboarding Benchmarks Grades K-5

	Skill and Competencies	Application Level	Application	Possible Software	Time
K	Familiarity with keyboard	Exploration	Key familiarity games and projects	Type to Learn, MS Word	Weekly Practice
1	Left and right hand position on keyboard	Introduction	Typing programs and exercises	Type to Learn, MS Word	Weekly Practice
2	Accuracy Home row position	Introduction	Typing programs, word processing exercises	Type to Learn, MS Word, KidPix, Excel	Weekly Practice
3	Able to type 10 wpm with 80% accuracy	Practice	Typing programs, speed building exercises using content from spelling, reading, math, and science	Type to Learn, MS Word, Excel, KidPix, Publisher	Practice twice per week in 10-15 minute sessions
4	Able to type 15 wpm with 85% accuracy	Review	Content area applications and typing software	MS Word, Excel, Powerpoint, Publisher, KidPix, Type To Learn	Practice twice per week in 10-15 minute sessions
5	Able to type 20 wpm with 90% accuracy	Demonstrate	Content area application and typing software	MS Word, Excel, Powerpoint,	Practice twice per week in

				Publisher, KidPix, Type To Learn	10-15 minute sessions
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Word Processing Benchmarks Grades K-5

	Skill and Competencies	Application Level	Application	Possible Software	Time
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K	Familiar with menu Compose with a graphic and print	Introduction	Create a picture and label it with letters/words	MS Word, Paint, KidPix	Year long as used in curriculum activities
1	Review above skills Ability to use open, save, print, delete, return key and arrow. Use mouse to place curser	Introduction	Creative writing sample typed, saved and printed.	MS Word, Publisher	
2	Review above skills. Ability to use file, menus, quit, and font selection/sizes	Introduction	Creative writing sample, poem, letter. Compose, edit and print on computer.	MS Word, Publisher	
3	Review above skills. Able to use new, open, close, save as, print, undo, spell check, and tab key functions.	Introduction	Creative writing sample, poem, letter, report. Compose, edit and print on computer.	MS Word, Publisher	
4	Review above skills. Ability to use cut, copy, paste, select all, justification, style, font type and size functions.	Introduction	Creative writing sample, poem, letter, report. Compose, edit and print on computer.	MS Word, Publisher	
5	Review above skills. Ability to set margins, tabs, create folders, and classify own documents into folders.	Mastery of introductory skills.	Creative writing sample, poem, letter, report. Compose, edit and print on computer.	MS Word, Publisher	

Desktop Publishing Benchmarks Grades 2-5

	Skill and Competencies	Application Level	^Application^	^Possible^ Software	»Time«
2	Type text, choose graphics, edit and print	Exposure	Uses a program to combine text and graphics.	MS Word, Kid Pix, PowerPoint, Publisher	Year long as integrated into appropriate grade level curriculum.
3	Able to use new, open, close, save as, print preview, print, undo, spell check, add graphics, and	Introduction	Uses a program to create a book report, newsletter, poster, flyer, brochure, science	MS Word, PowerPoint, Publisher	

	change size functions.		report, or other product.	
4	Ability to use font, alignment, style, border, and color functions.	Introduction	Uses a program to create a class newspaper or newsletter, report, or other product.	MS Word, PowerPoint, Publisher
5	Review above skills. Ability to set margins and tabs.	Demonstrate introductory skills	Creates an individual project based on a research topic or project, including electronic resources, from any curricular area.	MS Word, PowerPoint, Publisher

Internet/Online Telecommunications Benchmarks

Grades 2-5

	« Skill and Competencies	Application Level	Application	Possible Software	Time
2	Introduce Internet through teacher led web page discussions	Exploration	Introducing websites through Paragon curriculum	Internet	Year long as integrated into grade level curriculum.
3	Review above skills. Access internet through student log acceptable use of internet,	Exploration	Use of appropriate student log-ins and access appropriate websites.	Internet	
4	Review above skills. Learn how to use URL's and search engines to find information for class projects and reports	Exploration	Find websites on curricular topics, use given URL's to access information, search for information for reports	Internet	
5	Review above skills. Use class e-mail account to communicate with others via the Internet	Exploration	Pen-pal communication, communicate with experts on various topics related to the curriculum		

Multimedia Benchmarks Grades 3-5

	Skill and Competencies	Application Level	Application	Possible Software	Time
3	Create text, image and sound for a multimedia presentation related to a content area	Exploration	Create a presentation after a Paragon unit, field trip, science unit, or math project.	PowerPoint	Year long as related to grade level curriculum
4	Organize and manage information for a multimedia presentation. Create and import images and sound from various sources.	Implementation	Create a presentation after a Paragon unit, field trip, science unit, or math project. Create an end of the year Paragon Portfolio for use at a	PowerPoint	

			<p>Paragon Program.</p> <p>Create an end of the year review of classroom activities.</p>	
5	<p>Review and refine above skills.</p>	<p>Application</p>	<p>Create a presentation after a Paragon unit, field trip, science unit, or math project. Create an end of the year Paragon Portfolio for use at a Paragon Program.</p> <p>Create an end of the year review of classroom activities.</p>	<p>PowerPoint</p>

Middle School Computer Benchmarks

• - - ••	Skill and Competencies	Application	Possible Software	Time
6	<p>Demonstrate the use of a computer program or system commands to control a technological system.</p> <p>Demonstrate word processing skills such as entering, storing, editing, formatting and revising text.</p>	<p>Creative writing exercises.</p> <p>Spelling and vocabulary exercises.</p> <p>Letter writing</p> <p>Essays</p> <p>Science experiments</p> <p>Reports</p>	<p>Word, Excel, PowerPoint, Publisher</p>	<p>Daily through curriculum focused exercises.</p> <p>May consider adding as part of curriculum</p>
7	<p>Use multimedia as a tool for organizing, arranging, storing, and displaying information.</p> <p>Introduce forms of technology (computer, laser disc, Internet, digital cameras, video, scanners) to collect, search,</p>	<p>Family Tree Project</p> <p>Science Fair</p> <p>Math Night projects</p> <p>Interdisciplinary Units</p>	<p>Word, Excel, PowerPoint, Publisher</p>	<p>curriculum choices.</p>

	<p>process, store, and share information.</p> <p>Apply technology to interpret, analyze, synthesize, and evaluate data and information.</p> <p>Use technology as a tool for creative expression and communication.</p>	<p>Integration with academic class assignments</p>		
8	<p>Demonstrate features of database programs in hands-on problem solving.</p> <p>Manipulate numeric data and formulas in computer spreadsheet applications.</p> <p>Use pre-existing databases to collect and manipulate data.</p>	<p>Baseball card database</p> <p>Personal address book</p> <p>FBI Most Wanted Database</p> <p>Mail merge documents</p> <p>Weather databases</p> <p>History databases</p>	Excel	
Database and Spreadsheets				

Middle School Online Telecommunications Benchmarks

If... ,,,	Skill and Competencies	Application	Possible Software	Time
6,7,8	<u>Research Strategies:</u>	Career research	Internet, E-mail	Year long as
	<p>* To create a search strategy using keywords which describe the topic.</p> <p>* To organize and analyze information in order to draw conclusions and implications based on the online investigation.</p> <p>* To produce a product using online resources along with other resources.</p> <p>* To evaluate search results making a decision about accuracy of the data and reformulate the search if necessary.</p> <p><u>Online communications:</u></p> <p>* To learn to evaluate a</p>	<p>Paragon/Social Studies evaluation of historical events.</p> <p>Math websites and data.</p> <p>Misleading advertising.</p> <p>Evaluating crash and crime data for accuracy.</p> <p>Establish pen pals or communicate with an expert on a given</p> <p>tf/nif*</p>		<p>integrated into grade level curriculum.</p>

website.			
* To practice e-mail skills to communicate with the online community.			
* To learn and to model ethical, legal and responsible behavior in the online community.			

Technology Integration Ideas in All Curricular Areas

Grade K-8

Science

Language Arts

Mathematics

Paragon/Social Studies

- Create a digital portfolio.
- Record student reading on audiotape.
- Research information on an author or genre.
- Publish a report on the computer.
- Have students type, illustrate, and print their work.
- Videotape a class
- Create a graph.
- Enter and analyze data in a spreadsheet.
- Research a famous mathematician.

- Use internet resources to find mathematical games or online projects.

- Create a book of math puzzles.

-CCC

- Review Paragon related websites.

- Publish reports on Paragon topics.

- Create a PowerPoint presentation.

- Paragon videotape and audio resources.

- Digital camera photos and scanned photos for portfolios or student projects. _____

- Publish information from units of study or experiments.

- Research relevant science topics.

- Research and publish a report on a famous scientist.

- CD-rom and video resources related to instruction.

- Simulation software

play or performance.

- Make a CD of class poems or stories.

- Scan student illustrations into their writings.

- Make a class book.

-CCC

-Bailey's Book House

Spanish

- Millie's Math House

Music

- Create a timeline.

- Use e-mail to communicate with various people related to units of study in Paragon.

-Trudy's Time and Place House

Physical Education

and internet resources for problem solving.

- Download and analyze data from weather satellites, animal research or other types of information.

-Sammy's Science House

-Zap! Science

Special Education

- Publish a report on a topic related to Spanish.

-Find online Spanish resource materials and websites.

- E-mail to communicate with Spanish speaking pen pals.

- Audio and video resources for Spanish instruction.

- Research in music appreciation and history from Internet and CD resources.

- Audio music tapes and video presentations.

-Record student musical performances.

- Have students create a musical piece digitally.

- Research in health and PE topics.

- Using spreadsheets to track progress in PE goals.

- Video and audiotape resources related to instruction.

- Student created reports or posters on health related topics.
 - CCC
 - Assistive peripherals and software for students
 - Student word processing and publishing.
 - Video and audiotape resources.
 - Multimedia productions.
 - Create a class book.
 - Internet research.
 - Resources on CD-rom.
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Strategies for Delivery of Specialized Courses

Jackson Arts and Technology Academy encourages students, faculty, and staff to have creativity when designing personal WebPages. Space has been provided for these websites and our plan is to add courses in website design.

In many of the Paragon Humanities program units' links are provided to websites that provide information and interactive opportunities for students. PowerPoint presentations are provided to give instructions for projects.

Parental Involvement and Communications with Parents

Jackson Arts and Technology Academy and MEI use a Technology Use Policy that was revised in January 2003. We make every effort to be sure that parents are aware of the use of technology in our school.

The Code of Ethics in Technology, safety tips, and netiquette will be discussed at a parent meeting at the beginning of each year. They will be provided to students and

discussed at the beginning of each year. Parents are required to sign a letter that acknowledges they are aware of electronic services at the school. Parents must give authorization for their child to use the Internet and parent permission is required for publication of student work or pictures.

Parent / Child Literacy kits with books, tapes, and activities are planned for parents to take home and allow meaningful literacy activities in the home. We plan to modify the kits based on feedback from the parents. Audiotapes will provide parents who are not able readers to participate in these activities with their students.

After school Parent / Child Computer use times are being provided and computer literacy classes are offered to parents and the community.

Collaboration

Jackson Arts and Technology Academy strives to include collaborative efforts whenever possible. Some of the collaborative efforts we have or will soon offer include:

- Offering computer classes for adults.
- Holding family technology nights, which introduce parents to various technologies used in schools and available for personal use at home twice per year.
- Utilizing community volunteers to assist in school libraries, computer labs or classrooms.
- Creating a school website that will feature articles on school activities and include links for parents to educational websites that can help enhance their child's education.

Jackson Arts and Technology Academy is working to establish and strengthen community partnerships. We are also planning parent and child evenings that will focus on the integration of technology into the core curriculum areas. We will use these evenings to show parents how technologies they have access to at home can benefit their child's education. Jackson Arts and Technology Academy has also offered and will continue to offer evening computer training classes for adults. These classes have focused on Internet, E-mail, Word Processing Skills, Spreadsheets and other topics of interest.

Professional Development Required Element: Professional Development

Technology is, and will continue to be a rapidly changing and increasingly influential force on the pedagogical framework of curriculum and the teaching/learning process. As such, teachers are and must continue to be the primary learners in our learning community. The cooperative ability of staff to make collaborative, effective use of the vast and exponentially growing sea of information will depend on the quality of both training and support.

Staff Awareness of Available Technology

Every year the staff receives a two-week training/refresher course on the software programs available at Jackson Arts and Technology Academy. Each staff member's understanding of these programs is assessed through a survey so that they can attend novice, intermediate or advanced level training. These programs consist of:

- Powergrade - A database containing all student information including grades, performance reports, attendance and contact information.
 - National Console Support (NCS) - a general tool that assesses

v_- the student's (K -3g) ability level and assists in designing lesson plans around student needs.

- Ed Performance - a specific assessment tool that breaks down each child's reading strengths and weaknesses (grades 2-6).
- PowerPoint, Outlook (email), and Internet Explorer.

Skill Integration in the Classroom

In order to integrate these skills in the classroom and to keep staff skills sharp throughout the year the staff is required to:

- Prepare a power point presentation teaching about classroom management, curriculum, etc. for staff development during the year (per grade level).
- Record grades and dispense report cards and progress reports through Powergrade.
- Utilize NCS to assess student needs in the beginning of the year and student progress through out the year.

Timeline for Trainings 2006-2009

		<u>Professional</u>

<u>Dates</u>	<u>On-site Training</u>	<u>Development Meeting</u>
August	Technology Pre-assessment (Survey)/two-week staff training.	Schedule to be determined
October	Skill Level Review*	Schedule to be determined
December	K-3 Professional Development Presentations	Schedule to be determined
February	Executrain (Word, PowerPoint and Outlook)	Schedule to be determined
April	4-6 Professional Development Presentations	Schedule to be determined
June	Technology Post-assessment (Survey)	Schedule to be determined

Based on the results of the Skill Level Review*, the staff will be required to attend professional development courses through Wayne RESA¹. (At least one course will be dedicated for a technology-based subject.)

Meeting State and National Standards

We have taken tremendous measures towards meeting the National Educational Technology Standards and Performance Indicators. This is evident by our pre and post assessments to insure professional growth, our diversity of trainings, and the required implementation of technology enhanced classroom instruction.

Required Element: Supporting Resources

- Resources that Support Technology.
- A Program Facilitator are available to assist in the implementation of NCS and Powergrade.
- Jackson County Intermediate School District Technology Department

- Available training manuals for all software utilized in the building.
- Wayne RESA (ISO) is available for technology support by phone and through trainings off site.
- Mosaica Education web site offers detailed assistance and program support.

- Off site Technology Support personnel available weekly on site and by email.
- Each staff is required to attend two conferences per year pertaining to professional development.

Infrastructure, Hardware, Technical Support and Software

Jackson Arts and Technology Academy is a charter school of the future. This is an educational environment equipped with technology throughout the school. There is a network infrastructure equipped with the latest hardware and software components. Each classroom is equipped with seven to eight computers, a printer, telephones and each teacher is given a laptop computer for the school year. There are technology services and support procedures in school as well as within Mosaic Educational Inc. Regular schedules are in place to check, repair and maintain our technological equipment. The staff gets professional development on all new technology, is aware of all and any updates to the systems and gets training when new software is introduced.

Our school has looked into all safety features to make sure that there are an adequate number of electrical outlets, surge protectors and grounding for all systems. There are also back-up systems in place, restrictions on the computers and security devices, proper lighting, temperature and humidity control. Jackson Arts and Technology Academy's excellence to education and equality also makes sure that accessibility is available to all under the Disabilities Acts.

Increased Access

Jackson Arts and Technology Academy's excellence in education has made available to the entire educational process and independent computer program that allows for students to be challenged depending on their ability. Feedback is available for the instructional staff in order to meet the needs of the student and to give another source of verification to the parents.

The school is continuous in its commitment to make sure that all resources and material are reviewed annually. Hardware is reviewed and replaced or updated. The school does regular updates and checks and the school has adequate insurance for the coverage and liability of its materials.

FUNDING AND BUDGET

Jackson Arts and Technology Academy will pursue a creative approach beyond traditional funding sources. Outside of the School District's operating budget, money to purchase advanced technology is available from two sources:

Public Funds

- federal sources
- state sources
- local sources

Private Funds

- grants
- donations from corporations
- donations from foundations
- donations from individuals

General Fund

Jackson Arts and Technology Academy will use funding from the General Fund for disposable replacement parts such as print cartridges, as well as software, hardware items, printers and non-capital outlays. The annual budget will also have appropriations for larger computer purchases in the event that grants cannot be obtained. As the need arises the budget will be modified to accommodate large hardware needs.

Alternative Funding sources for Technology at Jackson Arts and Technology Academy

COORDINATION OF RESOURCES Grants

Jackson Arts and Technology Academy will write proposals for technology grants and apply for private, state, federal and any local grants that are made available. A strong commitment to grant writing exists in the District.

Funding

Jackson Arts and Technology Academy will begin allocating funds from the General Fund and from internal funds such as supply and materials for the 2006-2007 school year, and proceeding thereafter. Capital requests will be made to the Board on a scheduled basis for replacement of existing computers, servers, hardware and peripherals. Replacement will be made on a continuous program allowing for the oldest and most troubling hardware to be replaced first.

Monitoring and Evaluation

Introduction

The monitoring and evaluation of the Technology Plan will be based upon direct observation, surveys as well as specific data gathered by the Technology Planning Committee. The Committee will evaluate the degree to which each goal was obtained. The analysis will be an ongoing process. All findings and results will be presented to Administration.

Objectives:

- Periodic reviews of the site plan by our Technology Planning Committee will keep it both dynamic and current.
- Monitoring and evaluation plans built into each component will provide for ongoing planning, review, and revision.
- All components of the Technology Plan will be reviewed at least twice annually with the revised plan submitted to Administration.

Responsibility

- School Technology Planning Team
- CAO

- Director of Curriculum

Jackson Arts and Technology Academy Monitoring & Evaluation Plan

Objective: By the year 2007 100% of J.A.T.A students will meet the technology expectations.

Appendix

Includes:

- Building Budgets

- Technology Surveys

- CIPA Compliance

- Acceptable Use Policy

Jackson Arts and Technology Academy TECHNOLOGY BUDGET 2006-2007

Item	Total Cost
Consumables (toner, CD, disk)	\$7,200
Data Service-Frame Relay	\$15,000
New/Replacement Servers	\$16,000
Total Annual Hardware Maintenance	\$1,536
Total Microsoft Licensing	\$12,705
Core Application	\$12,600
Total Educational Software	\$8,802
TOTAL	\$73,843

Jackson Arts and Technology Academy TECHNOLOGY BUDGET 2007-2008

Item	Total Cost
Consumables (toner, CD, disk)	\$7,200
Data Service-Frame Relay	\$15,000
New/Replacement Servers	\$16,000

Total Annual Hardware Maintenance	\$2,000
Total Microsoft Licensing	\$12,705
Core Application	\$12,600
Total Educational Software	\$8,802
TOTAL	\$74,307

Jackson Arts and Technology Academy TECHNOLOGY BUDGET 2008-2009

Item	Total Cost
Consumables (toner, CD, disk)	\$9,000
Data Service-Frame Relay	\$15,500
New/Replacement Servers	\$17,500
Total Annual Hardware Maintenance	\$4,000
Total Microsoft Licensing	\$12,705
Core Application	\$12,600
Total Educational Software	\$9,000

	TOTAL	\$80,305

Technology Self-Survey Beginning of Year

Please fill out and return to your Program Facilitator. Name _____ Date _____

These are the three technology goals I will set for myself this year.

1.

2.

3.

This is what I would like to use technology for in my classroom this year.

1.

2.

3.

This is the type of training opportunities I will need to reach my goals.

1.

2.

3.

This shows my comfort level in being able to use the following programs with my students and in my teaching.

1= I know nothing about this program or application

2= I have looked at this program but have little comfort using it.

3= I have used parts of this program and could use it in my teaching with some support.

4=I feel fairly comfortable with the basic features of this program and could use it in my teaching and with my students.

5=I am proficient with this program.

Word Excel PowerPoint Publisher
Internet__ E-mail __ Kidpix__ CCC/Compass
Edmark __ Type to Learn __ SDMS (Riverside) _
Test Wiz (MI) __ Power School __ Power Grade

Please put an X next to the hardware you feel comfortable using:

LDC panel __ Video Camera __ Digital Camera __ Slide Projector

Laser disks __ Re-write able CD __ Scanner __

I think I could help train others on these programs: _____

Anything else you would like to comment on related to technology?

**500 Griswold
Jackson, Michigan 49203
796-0080**

Technology Use Policy Statement

Dear Parent/Guardian,

The purpose of this letter is to give you information about the terms and conditions for Internet use in the Jackson Arts & Technology Academy. The Internet, a global electronic information infrastructure, is a series of networks used by educators, businesses, the government, the military, and other organizations. In schools and libraries, the Internet can be used to educate, to inform, and to entertain. As a learning resource, the Internet is similar to books, magazines, video, CD-ROM, and other information resources.

Students use the Internet to participate in learning activities, to ask questions and consult with experts, to communicate with other students and individuals, and to locate material to meet their educational and personal information needs.

Because the Internet is a fluid environment, the information available to students is constantly changing; therefore, it is impossible to predict with certainty what information students might locate. Mosaica Education, Inc. and Jackson Arts & Technology Academy will take steps to preclude inappropriate materials. Nevertheless, there is a possibility that your child, through their own intentional efforts, could gain access to materials not suited for minors. Just as the purchase, availability, and use of media materials does not indicate endorsement of their contents by school officials, neither does making electronic information available to students imply endorsement of that content.

We ask you to review the terms and conditions with your child, sign the enclosed consent form and return the form to your child's school. Only those students whose parents sign the consent form will be permitted to access the Internet. Upon return of the executed consent form, your son or daughter will get access to the World Wide Web.

If you have any questions about the network curriculum activities, please call your child's teacher.

Sincerely,

Lezlie Bowles

Chief Administrative Officer/Principal

PART ONE

TERMS AND CONDITIONS FOR JACKSON ARTS AND TECHNOLOGY ACADEMY USE OF INTERNET CLASSROOM ACCOUNTS.

Mosaica Education, Inc. and Jackson Arts and Technology Academy are pleased to announce the availability of EDUCATIONAL INTERNET USE in the media center and

classrooms.

Internet access is available through Mosaica Education, Inc. and is an association of computer networks, including networks of governmental agencies and national, state and local organizations. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines established by the Internet. These guidelines are provided so that you are aware of your child's responsibilities in using the network.

Acceptable Use must be in support of education and research consistent with the education objectives of Jackson Arts and Technology Academy. Use of other organizations' network or computing resources must comply with the rules appropriate for that network and for Mosaica Education, Inc.

Unacceptable Use - Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, material protected by trade secret, or defamatory material. Use for commercial activities, product advertising or political lobbying is prohibited. Any transmission or reception of pornographic material as defined by applicable federal and state law is expressly prohibited and will result in cancellation of the account.

Privileges - The use of Internet is a privilege, and unacceptable use will result in cancellation of those privileges.

Network Etiquette - You are expected to abide by generally accepted rules. These include but are not limited to the following:

- a) Be polite
- b) Use appropriate language
- c) Do not reveal your personal address or phone number or those of others
- d) Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
- e) Do not use the network in such a way that you would disrupt the use by others
- f) All communications and information accessible via the network should be assumed to be private property.

Students will also be required to comply with any rules established by Mosaica Education, Inc., and Jackson Arts & Technology Academy for use of this service. Mosaica Education, Inc., and Jackson Arts & Technology Academy makes no guarantee of any kind, whether expressed or implied, for the service it is providing.

Security on any computer is a high priority. All problems must be reported. Do not use any access without permission.

Vandalism will result in cancellation of privileges. Vandalism would include any malicious attempt to harm or destroy the data of another user.

PART TWO

CONTRACT AGREEMENT FOR STUDENTS AND PARENTS OF JACKSON ARTS AND TECHNOLOGY ACADEMY FOR INTERNET USE.

Directions: After reading the Terms and Conditions, please read and fill out the appropriate portions of the following contract completely and legibly. The signature of both the student and a parent or guardian is required. Please return the contract to your teacher as well. Any questions should be addressed to the teacher or CAO. Failure to have this contract properly executed and returned to the teacher will result in denial of INTERNET access.

STUDENT CONTRACT

I have read the Terms and Conditions and understand and will abide by these Terms and Conditions. I further understand that violation of the Terms and Conditions may constitute a criminal offense, and may result in revocation of my access privileges, school disciplinary action, and/or appropriate legal action against me.

Student name (please print):

Signature: _____

Date: _____

PARENT OR GUARDIAN

(If the applicant is under the age of 18, a parent or guardian must also read and sign this agreement.) As the parent or guardian of this student I have read the Terms and Conditions. I understand that this access is designed for educational purposes and that Mosaica Education, Inc. and Jackson Arts & Technology Academy here have taken reasonable precautions to eliminate access to controversial materials and I will not hold them responsible for materials acquired by my child on the network. I hereby give permission for my child to have access to the school Internet and certify that the information contained on this form is correct.

Parent Signature: _____

Date: _____

The Mosaica Education Inc., and Jackson Arts & Technology Academy Governing Board recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every effort shall be made to provide equal access to technology throughout Mosaica schools and classes.

On-Line Services

To discourage access to adult content on on-line electronic services and preclude other misuses of the system, the Director of Instruction or designee shall establish age/grade-level qualifications and shall ensure that students receive training in user obligations and responsibilities.

Before using on-line services, the student and parent/guardian shall sign the user contract indicating that the student understand and agrees to abide by specified user obligations and responsibilities.

Staff shall closely supervise students while using on-line services and may ask teacher aides and student aides to assist in this supervision. The Governing Board or designees shall establish administrative regulations governing use of the Mosaica Education, Inc. and Jackson Arts & Technology Academy on-line services. They shall ensure that users have no expectation of privacy and understand that Mosaica and Jackson Arts & Technology Academy staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by these regulations shall be subject to disciplinary action, revocation of the user account, and legal action as appropriate.

NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

The Board encourages students and staff to utilize the Internet to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The Board may not be able to technologically limit access to services through the Board's Internet connection to only those that have been authorized for the purpose of instruction, study and research related to the curriculum.

To protect its students the Board has implemented technology protection measures which block/filter Internet access to visual displays and that monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

Parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. Therefore, parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The staff is advised not to access services on the Internet that the Board has not authorized for educational purposes. The Educational Service Provider/Chief Administrative Officer may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

The Educational Service Provider is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online.

The Educational Service Provider is responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines.

The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, Academy hallways, and other Academy premises and Academy sponsored events. Communications on the Internet are often public in nature. General Academy rules for behavior and communication apply. The board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Educational Service Provider/Chief Administrative Officer as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,

as amended

18 U.S.C. 2256

18 U.S.C. 1460

18 U.S.C. 2246